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ABSTRACT

This research was based on the assumption that adults structure the interpersonal world of children by differentially defining the situation. A parent who consistently anticipates bad behavior may produce a child with a negative self-image. On the other hand, an adult who assumes that the child can do no wrong may produce a child with a positive sense of self, but also a narcissistic orientation toward human relations, or a low tolerance for frustration, and a lack of internal controls. Two studies examined aspects of parent-child relationships. In general, results suggested that the greater the father's negative perceptual style score, the more frequently were father and child negative behaviors emitted during the family tasks. (Author/BF)

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Children's Behavior Problems and Parental Perceptual Style

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Children's Behavior Problems and Parental Perceptual Bias[1]

A major assumption that served as the basis for this research was that adults structure the interpersonal world of children by differentially "defining the situation" (Mead, 1934) for them. This definition of the situation includes attempts to specify for the child the types of behaviors that s/he is expected to emit. If the adults in the child's world--especially those who perform extensive caregiver functions for the child and, thus, have "fate control" over him/her--regularly define situations in which the child is expected to emit "bad" behaviors, these definitions could contribute to the child developing a negative sense of self (i.e., "a bad me"). The child's acceptance of such adults' perceptions of "reality" could lead him/her to adopt dysfunctional patterns of responding to present and future social experiences (e.g., with family members, with peers, in the classroom, etc.). On the other hand, if adults regularly define situations for the child in which s/he "can do no wrong," then these definitions could contribute to the child's developing a positive sense of self, but also a very narcissistic orientation toward interpersonal relations, a low tolerance for frustration, and a lack of internal controls. However, it is likely that the child whose world regularly is defined as one in which his or her feelings, needs and wishes are recognized and acknowledged as valid human experiences, but whose behaviors are "seen" and reinforced appropriately (i.e., positively for positive behaviors, negatively for negative behaviors) would develop a positive self-concept, a set of interpersonal skills, and the internal controls to deal effectively with those around her/him. (Baumrind, 1975; Rogers, 1951; Stollak, Note 6)

A second general assumption was that part of our personality structure involves the propensity to make inferences about people, objects, and events--about which we have incomplete information--and that these inferences "color" our reactions to, or interactions with, them (Bruner & Taguiri, 1954; Mead, 1934; Shrauger & Altrocchi, 1964; Taguiri, 1969; Warr & Knapper, 1968). Further, we believe that for a number of classes of these objects, events, or people (e.g., the class of people called children), there are persons who often make inferences that are biased consistently with regard to the evaluations made about them. Thus, for example, it is possible that some people tend to "see" children as either "bad" or "good" and thereby are differentially sensitive to those portions of a child's condition and activity that support this initial "impression." This differential sensitivity, in turn, could lead to the sorts of potentially destructive definitions of the situation for the child, described above, since the adult will act on the basis of his/her initial judgment (and his/her corroborating perception that is based on a biased selection of stimuli from the array that the child is emitting) to "tell" the child what is expected (and not expected) of him/her. This sort of process has been an integral part of most currently held theories of person perception, so we termed such general tendencies to be differentially sensitive to and evaluative of children's behavior "perceptual bias" or "perceptual style."

We felt that such an inferential process would be a productive phenomenon to study in relation to its effect on interpersonal behavior and the consequent social-psychological development of children because it appears to occupy a place in the structure of personality that lies between the multitude of "surface" variables, such as attitudes, that are rather easily measured,

but whose relationships to social behavior seem to be strongly moderated by specific situational factors (with respect to parents and children, for example, see, Baumrind, 1971) and the small, stable core of needs and faculties ("deep structures") that are very difficult to measure. Clearly, a person's underlying needs and cognitive structures interact to determine her/his perceptual style (as well as other parts of the personality), but the attempt to measure this interconnection is a major undertaking, and one that is not of direct relevance to our immediate goals, which focused on exploring the connections between parent perceptual style, parent social behavior with their children, and children's psychological and social development.

Briefly, two interrelated studies were conducted that were based on three speculations: (a) parents may have different and enduring biases or styles of perceiving the behavior of their children; (b) these perceptual style differences may be associated with specific patterns of parental behavior; and (c) these different patterns of parental behavior over time may influence the direction of the child's psychosocial development. Different samples of parents and children were studied to answer two specific questions. Our first question (Study 1) was: Is there a link between parental perceptual styles and child adjustment? Our second question (Study 2) was: Are there links between parental perceptual style and characteristics of parent-child interactions?

Study 1

Method

Subject selection. Volunteering K-3 teachers in the Lansing and East Lansing Public Schools each completed a revision of Bower's (1969) Pupil

Behavior Rating Scale (see Appendix A for a copy of this scale). The teacher was instructed to rank all of the children in her/his class as "most like" to "least like" each of six separate descriptions of pupils. For example, the teacher was asked to select up to three children "most like" and up to three children "least like" a pupil described as follows: "This pupil is immature and cries easily." S/He was then asked to select up to five children "next most like" and up to five children "next least like" the described pupil and finally to place all remaining children in the center of the distribution. The scale was scored and three groups of children were identified: "problem," "normal," and "adjusted."

To obtain possible corroboration of teacher ratings, parents individually completed problem and behavior checklists (see Appendix B for copies of these checklists) to give us their perceptions of their child. In addition to obtaining parent perceptions, peer ratings were also obtained for third grade children through each pupil's completion of Bower's (1969) "A Class Play" (see Appendix C for a copy of this questionnaire). Each child was asked to select other children in his/her class to play 20 different "parts" in a make-believe play. For example, each child was asked to write down whom s/he would choose to play the part of "a mean, cruel boss."

Procedure. Parents were asked to participate further (for pay) in this study if there was corroboration of teacher ratings (via parent and/or peer ratings) and the identified child lived in a two-parent family. These parents were asked to come to a facility at Michigan State University where, individually, they viewed the Standard Perceptual Stimulus (SPS)--having been given the same instructions as those presented to the undergraduates in the previously described study by Messe', Stollak & Michaels (Note 4)--and

completed the Child Behavior Checklist Form A (CBC) developed by Ferguson and her colleagues (Ferguson, Partyka & Lester, 1974), which yielded his/her perceptions of the child on the videotape.

Perceptual style scores were derived for each parent from his/her scores on the CBC based on the following formula:

$$\frac{\text{Number of Positive CBC Items Checked} - \text{Number of Negative CBC Items Checked}}{\text{Number of Positive CBC Items Checked} + \text{Number of Negative CBC Items Checked}}$$

Results

Table 1 contains the mean perceptual style score of mothers and fathers of the male and female adjusted, normal, and problem children.

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Insert Table 1 about here
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An analysis of variance of these data indicated a marginally significant child group X parent interaction (F (2,37) = 2.66, $p<.10$). (Table 2 presents the relevant cell means.) Further simple effects analysis and individual comparisons indicated that the fathers of "problem" children had significantly higher negative perceptual style scores than did fathers of "adjusted" children (t (37) = 1.73, $p<.05$) and "normal" children (t (37) = 2.01, $p<.03$).

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Insert Table 2 about here
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We then analysed only the data from the parents of the third grade children. If there was a link between parental perceptual style and child adjustment it should be most evident in these older children.

Analysis of variance yielded a significant child group X parent interaction (F (2,23) = 3.89, $p<.05$). Table 3 contains the mean perceptual style scores of the mothers and fathers of the third grade children (males and females combined).

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Insert Table 3 about here
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Further comparisons indicated that fathers of "problem" children were significantly more negatively biased than fathers of "adjusted" children (t (23) = 2.37, $p<.025$). In addition, the difference between perceptual style scores of fathers of "adjusted" and "normal" children reached marginal significance (t (23) = 1.52, $p<.10$). Fathers of "adjusted" and "normal" children also were less negatively biased than were these children's mothers (F (1,23) = 9.77, $p<.01$).

These results suggest a link between father's perceptual style and child adjustment and allows speculation concerning the possible direct relationship between a father's perceptions and his behavior with, and adjustment of his children, and on the possibility that his positively or negatively "moderating" maternal perceptions and behavior could also influence child development and adjustment.

Study 2

Method

Another sample of 29 volunteering two parent families and their 5-7 year old children from the East Lansing, Michigan Public Schools were paid for their participation in this research. During their participation the parents, individually, viewed the SPS, completed the CBC, and completed a series of personality tests and questionnaires, including a revised Sensitivity to Children questionnaire (STC) (Stollak, Scholom, Kallman & Saturansky, 1973) designed to assess adult behavior in problem situations with a child.

The child, apart from the parents, also viewed the SPS, was verbally administered a version of the CBC, the WISC Vocabulary test, and various other tests and questionnaires that were designed to evaluate social

behaviors and child perceptions of parents, teachers and peers. These included a Picture Story Test, similar to the CAT, developed by Richard Ince and two kinds of STC questionnaires to assess child perception of parent behavior in problem situations (see Kallman & Stollak, Note 2).

As a family, the parents and child completed a series of unstructured and structured tasks, including:

(A) ten minutes of free play;

(B) ten minutes of teaching proverbs to the child;

(C) ten minutes telling stories to two picture cards; and

(D) discussing for ten minutes "some of the things that all of you disagree about at home" (see Appendix D for instructions to family).

This approximately forty minute family interaction was videotaped and later scored for the positive and negative behavior categories derived from the categories developed and previously used by St. Pierre, Stollak, Ferguson, & Messe' (Note 5) found in Table 4. Frequency counts were made of the number of social acts (Bales, 1950) emitted that fell within a given category during each task. Coders were trained on practice videotapes and adequate reliability between coders was reached before coding of these videotapes began.

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Insert Table 4 about here
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Results of Study 2

Only the results of the study that are relevant to the issue of interpersonal consequences of person perception processes are presented here. Table 4 presents correlations (rs) between each parent's perceptual style scores and his/her own and the child's category scores for each of the four family tasks, separately. These analyses are preliminary since target of behavior (other parent or child) was not differentiated.

We expected significant positive correlations between parent negative perceptual style scores and positive categories (categories 1-7) and significant negative correlations between parent negative perceptual style scores and negative categories (categories 8-13). That is, we predicted that the greater the negative perceptual style score the more frequent there would be negative behaviors emitted during the family tasks and the lower the negative perceptual style score the more frequent would there be positive behaviors emitted.

The obtained correlations, in general, were in the predicted directions especially with respect to negative father and child behaviors. Note, especially, the negative correlations in Task D (the discussion of family disagreements--the task that would likely have been the most stressful) indicating that the higher the fathers' negative perceptual style scores the more frequent did the children engage in persistent disruption, antagonism, resistance-disagreement and evasion-withdrawal behaviors and more frequent was the expression of the fathers' resistance-disagreement, evasion-withdrawal and active exclusion behaviors. Table 4 also shows significant correlations across tasks such as those between fathers' negative perceptual style score and childrens' persistent disruption across tasks B, C and D.

Few correlations between mothers' negative perceptual style scores and their and the childrens' positive or negative behavior reached statistical significance.

In general, these results suggest that the greater the father's negative perceptual style score the more frequent were father and child negative behaviors emitted during the family tasks.

Discussion

Given (1) the relatively small sample sizes in both studies, (2) that our only measure of perceptual style was the viewing of a videotape and completion of a behavior checklist, and (3) that all children studied were within the range of "normality" (since none were clinic-referred or had been assessed by mental health professionals) the obtained results can be considered provocative, especially with regard to father characteristics and behavior.

These results are consistent with those obtained in several past studies of interaction of families with young children. For example, using the same categories, St. Pierre et al (Note 5) found no significant differences in the positive or negative behaviors emitted by mothers of teacher rated "problem" or "normal" first and second grade boys during family tasks, but did find significantly greater frequencies of negative behaviors displayed by fathers of "problem" boys.

Similarly, Love and Kaswan's (1974) analysis of unstructured family interaction revealed no differences in behavior between mothers of 9 1/2 year old children considered by school personnel as having chronic and severe adjustment problems and referred for psychological services and mothers of a matched control group of non-referred children. However, fathers of referred children during the family interaction were rated as more directive and more frequently expressed extreme approval or disapproval. On other instruments these fathers were found to be more concerned about their attempts to discipline, influence and control the child than were fathers of control children. Another finding was that the more directive, disapproving, unfriendly, or inconsiderate the father was during the family interaction, the more likely the child was to be rated as highly aggressive in school.

Finally, Clarke-Stewart (Note 1) has recently reported on specific differences in mother and father behavior with children 15-30 months old (especially when all family members are together). She found that the father's positive perceptions of his child as well as his frequent and enduring engagement in play with the child were related to these very young children's development of intellectual competence.

As we all are aware, only recently has there been an increase in studies of the effects of specific characteristics and behaviors of the father on children's psychosocial development, and his influence on mother-child interaction (as examples see the above studies as well as Lamb, 1976; Radin, 1972, 1973; and Yogman, Note 7).

Summarizing their findings, Love and Kaswan (1974) noted that there are parents:

> "especially fathers, who vacillate between demand and entreaty, with both their spouse and children. They have children who show the same wide-ranging, confused and confusing pattern of interpersonal behavior as their fathers. Such fluctuations seem to reflect a parent's anxious inability to bind his angry, fearful responses and to control himself, his spouse, and most specifically, his child. This description appears to reflect basically different feelings of personal adequacy and role security in control fathers, relative to the fathers of referred children." (pg. 68)

We would expect that future research will find that perception processes like perceptual style are likely to be found to be both concomitant with and a cause of the father's "anxious inability to bind his angry, fearful responses," and his "feelings of personal adequacy and role security."

Along with completing data analyses—which we hope will help us to understand further (a) the relationships between parental perceptual style and various adult personality measures and (b) the effects of parent perceptual style on children's perceptions and other child characteristics—we currently are improving our measures of perceptual style. We have developed several other measures, including projective stories, projective pictures, and a semantic differential measure, and currently we are completing a multi-trait, multi-method study of the reliability and validity of such measures. We also shall be developing a new video-tape which will contain several different segments including segments of a child alone, others with a child and an adult, and others with a child with his/her peers in play and task situations. In this way we shall be able to measure perceptual style across children and across several situations.

The present and other findings (see Larson, Messe', & Stollak, Note 3; and Messe', Stollak, & Michaels, Note 4) lead us to conclude that perceptual style is an important and measureable personal characteristic that has implications for adult-adult and adult-child social interaction as well as child psychosocial development. Our future research will involve the identification of prospective couples—couples in which the wife is in the last trimester of her first pregnancy—who have low, medium, or high "risk" perceptual styles. We plan to examine longitudinally the relationships between (1) differences in parental perceptual style, (2) the psychological development of the child, and (3) patterns of parent-child interactions. Moreover, we plan to explore (a) the relationship between perceptual style and other parental child-rearing behaviors and attitudes, and (b) the relationships between these additional parental variables and the child's psychological development. Thus, we hope to specify precisely a set of

determinants of child behavior dysfunctions. Finally, we plan to extend these findings by relating previously determined parental perceptual style, attitudes, and behavior to the developing social and academic adjustment of these children in their classrooms.

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Table 1

Mean Mother and Father Perceptual Style Scores of their Male and Female Children Varying in Adjustment

	Mother	N	Father	N
"Adjusted"				
Females	-.31	12	-.11	12
Males	-.35	5	-.33	5
"Normal"				
Females	-.33	4	-.04	4
Males	-.50	5	-.35	5
"Problem"				
Females	-.36	5	-.47	5
Males	-.31	12	-.41	12

Table 2

Mean Mother and Father Perceptual Style Scores of their Children Varying in Adjustment (Males and Females Combined)

	Mother	N	Father	N
"Adjusted"	-.33	17	-.22	17
"Normal"	-.42	9	-.19	9
"Problem"	-.33	17	-.44	17

Table 3

Mean Mother and Father Perceptual Style Scores of their Third Grade Children Varying in Adjustment (Males and Females combined)

	Mother	N	Father	N
"Adjusted"	-.38	9	-.01	9
"Normal"	-.42	9	-.21	9
"Problem"	-.35	8	-.39	8

Table 4

Mean Correlations Between Parent Perceptual Style Scores and Parent and Child Behavior Across Four Family Tasks

		MOTHER N = 29				FATHER N = 29			
		A	B	C	D	A	B	C	D
CATEGORY	PERSON								
1. AFFECTION	Parent	.13	.01	.32*	.06	.01	-.23	-.14	-.05
	Child	-	.03	-.19	-.08	-	-.06	.03	-.19
2. SHOWS PLEASURE	Parent	-.11	-.14	.03	-.06	-.33	-.33	-.21	.02
	Child	-.22	-.22	-.01	.06	-.11	-.21	-.11	.11
3. RAISES OTHER'S STATUS	Parent	-.25	.21	-.36*	.00	-.11	.06	-.03	-.07
	Child	-.19	-.19	.06	-	-.27*	-.28*	.22	-
4. ACCEPTS - SUPPORTS	Parent	.33*	.02	.50*	.14	.04	-.11	-.03	.10
	Child	-	.19	.19	-	-	-.07	-.06	-
5. PASSIVE RECOGNITION	Parent	-.06	.18	-.04	-.02	-.27*	-.31*	-.19	-.09
	Child	-.13	-.02	-.02	-.16	-.08	-.28*	-.24	-.10
6. ACTIVE AGREEMENT	Parent	.26	.06	.04	.07	-.23	.08	.03	.07
	Child	.32*	.26	.05	.12	.00	-.10	-.04	-.03
7. ACTIVE INTEREST	Parent	.03	.17	.35*	.19	-.14	-.16	-.02	-.01
	Child	-.05	.20	.08	.05	-.10	.00	.19	.11
8. DISRUPTION	Parent	.06	-.04	-.08	-.31*	-.19	-.16	-.08	-.09
	Child	.20	.11	-.07	.12	.32*	.18	-.18	-.24
9. PERSISTENT DISRUPTION	Parent	-.13	.22	.07	-.56*	-	.18	-.10	-
	Child	-	.07	.19	.05	-.19	-.47*	-.28*	-.49*
10. RESISTANCE - DISAGREEMENT	Parent	-.05	.16	-.04	-.17	-.05	-.08	-.10	-.27*
	Child	.31*	-.12	.05	-.21	.01	-.06	-.17	-.27*
11. SHOWS ANTAGONISM	Parent	-.01	.03	.06	.09	-.36*	.40*	-.20	- 04
	Child	-.06	.09	.20	.05	-.42*	-.18	-.19	-.44*
12. ACTIVE EXCLUSION	Parent	-.14	-.12	-	-.12	-.08	-.11	-.09	-.29
	Child	.16	-.12	.23	.09	-.09	-.29*	-.13	-.19
13. EVASION - WITHDRAWAL	Parent	.15	.22	-.14	.06	-.44*	-.22	-.38*	-.38*
	Child	.40	.24	-.11	.21	-.06	-.35*	-.14	-.36*

Task A - Free play
Task B - Teaching of proverb
Task C - Picture story telling task
Task D - Discussion family disagreements

*$p < .10$
(one-tailed tests were performed for those categories that were in the predicted direction)

Note: The greater the negative correlation the more high negative bias in the parent is associated with the frequency of a given category of behavior. The greater the positive correlation the more low negative bias in the parent is associated with the frequency of a given category of behavior.

Appendix A

Pupil Behavior Rating Scale

Pupil Behavior Rating Scale

Teacher Name: _____

School: _____

Grade: _____

Date: _____

INSTRUCTIONS TO TEACHER

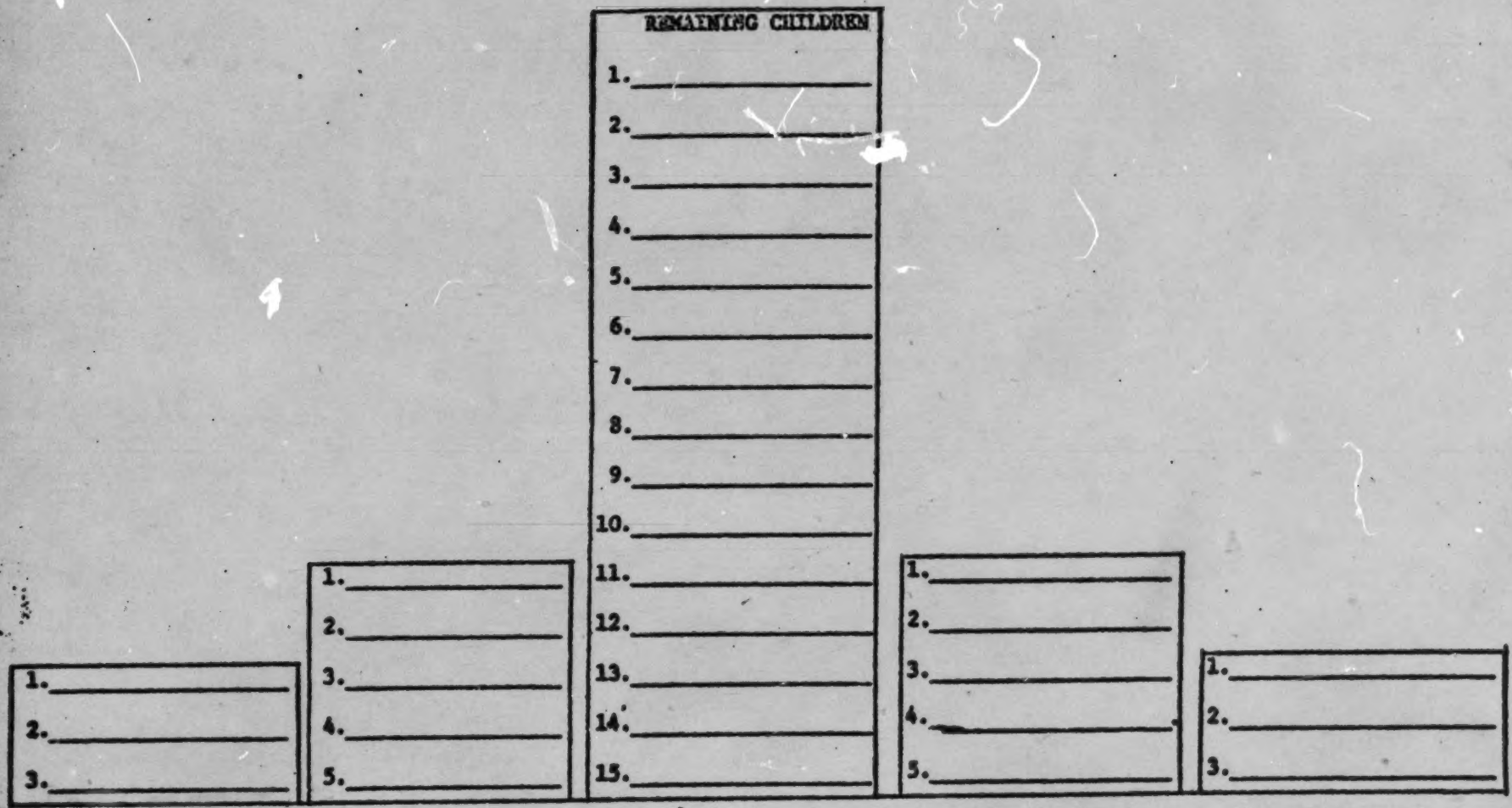
Please rate all of the children (boys and girls) in your class as "most like" to "least like" the pupil described on each of the following pages.

For each description we are asking you to first list the names of the three children (boys and/or girls) "most like", and the three children (boys and/or girls) "least like" the pupil described on that page, in the appropriate boxes. If you genuinely feel none or only one or two of the children in your class are "most like" the pupil described on that page, feel free to leave it blank or write in the number of names you feel accurately reflects your perceptions. Then, please, list the names of the five children "next most like" and the five children "next least like" the described pupil, in their boxes. Finally, please list the names of the remaining children in your class in the middle box of that page using as many lines as needed.

Although we expect that one or more children will be rated as "most like" or "least like" the described pupil on two or more pages it is not expected that a particular child will be rated as "most like" or "least like" the described pupil on every page or that only boys or only girls will or have to be chosen as "most like" or "least like" the described pupil. That is, it is possible for a particular boy or girl to be "most like" the described pupil on one, two, or three pages, "least like" the described pupil on another page, and "next most like" the described pupil on another page.

Please complete all pages.

We would like to thank you for your time and effort in completing this rating form.



THE CHILDREN MOST LIKE THE PUPIL DESCRIBED BELOW.

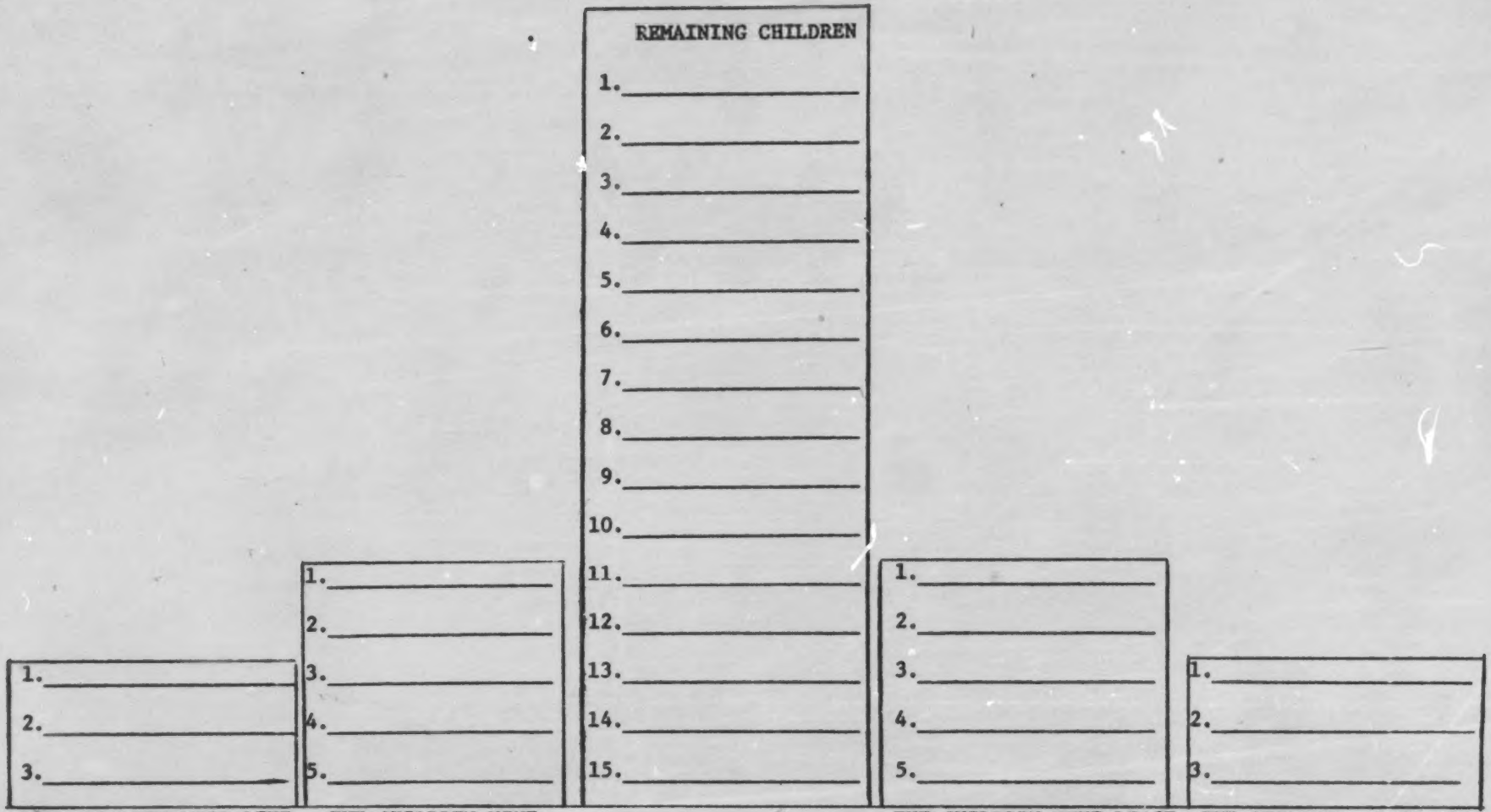
THE CHILDREN NEXT MOST LIKE THE PUPIL DESCRIBED BELOW.

THE CHILDREN NEXT LEAST LIKE THE PUPIL DESCRIBED BELOW

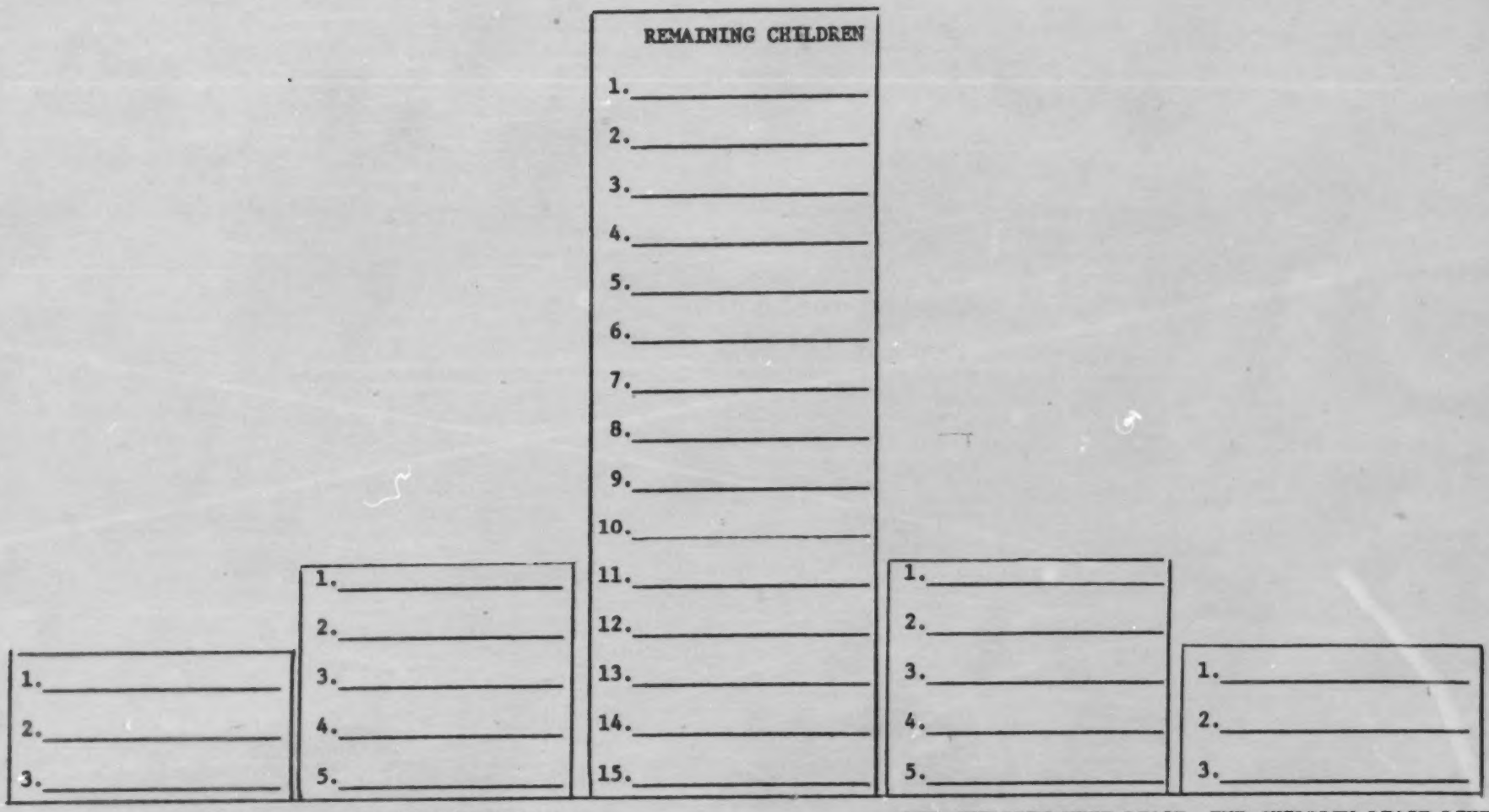
THE CHILDREN LEAST LIKE THE PUPIL DESCRIBED BELOW.

"THIS PUPIL IS COMPETENT AND MATURE AT WORK, PLAY AND INTERPERSONAL RELATIONS AND IS EMOTIONALLY AND PSYCHOLOGICALLY HEALTHY.

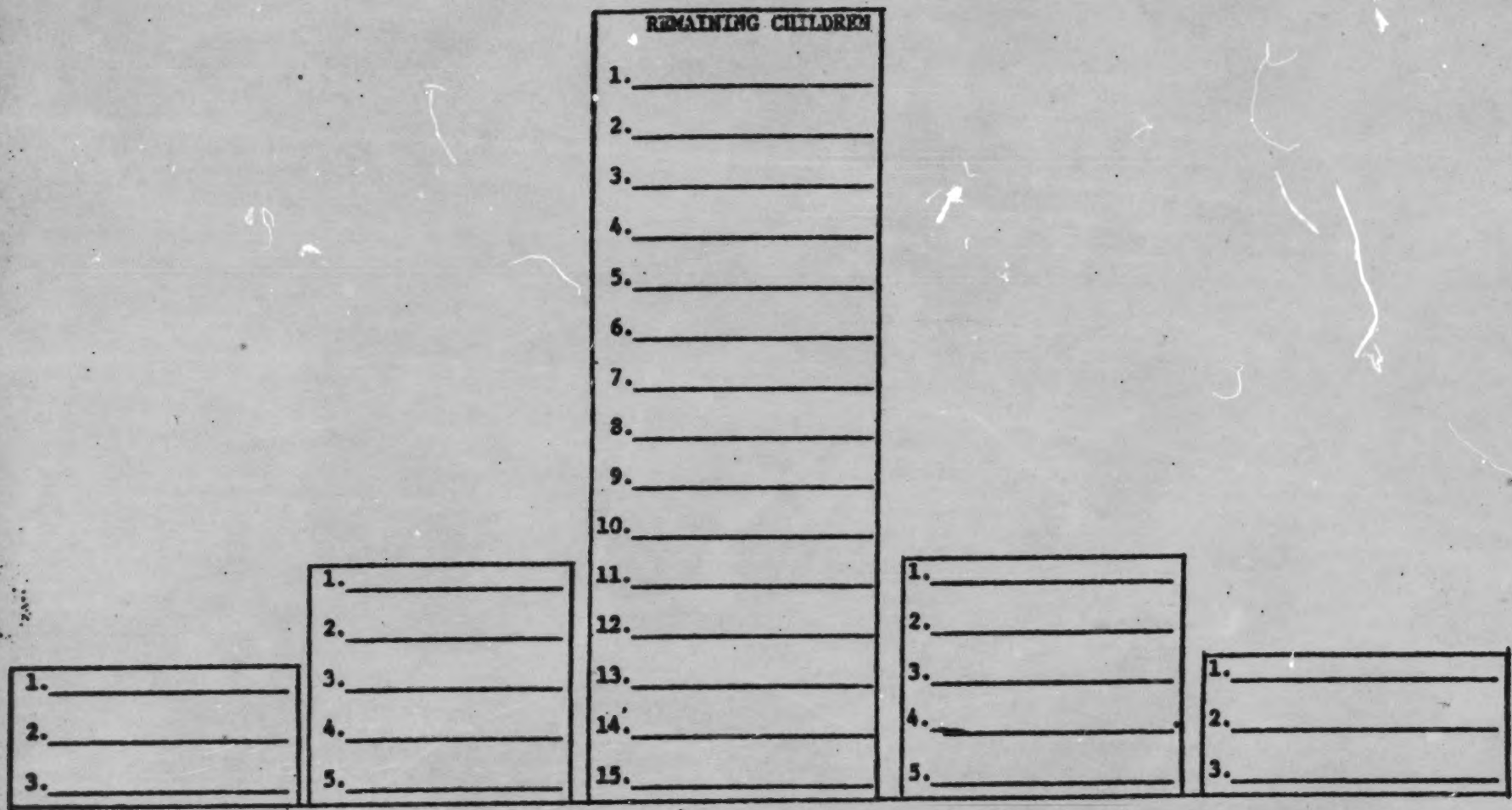
24



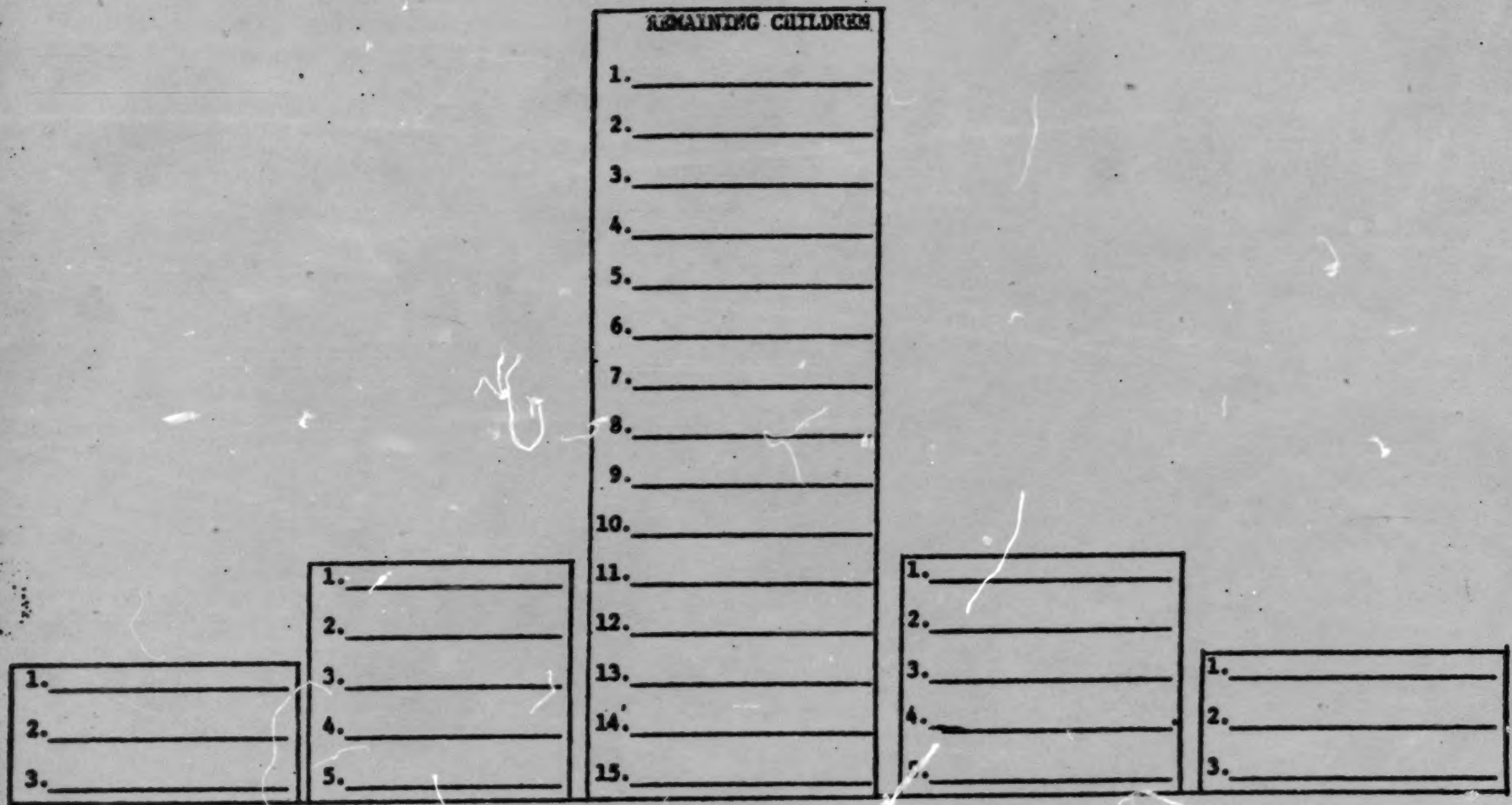
"THIS PUPIL IS IMMATURE, AND CRIES EASILY."



"THIS PUPIL HAS DIFFICULTY DELAYING GRATIFICATION OF HIS/HER IMPULSES"



"THIS PUPIL GETS INTO FIGHTS OR QUARRELS WITH OTHER PUPILS."



"THIS PUPIL SPENDS MUCH OF THE TIME IN SCHOOL ALONE AND QUIET, ACTIVELY AVOIDING WORKING OR PLAYING WITH OTHER PUPILS."

REMAINING CHILDREN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1. _____
2. _____
3. _____

THE CHILDREN MOST LIKE THE PUPIL DESCRIBED BELOW.

1. _____
2. _____
3. _____
4. _____
5. _____

THE CHILDREN NEXT MOST LIKE THE PUPIL DESCRIBED BELOW.

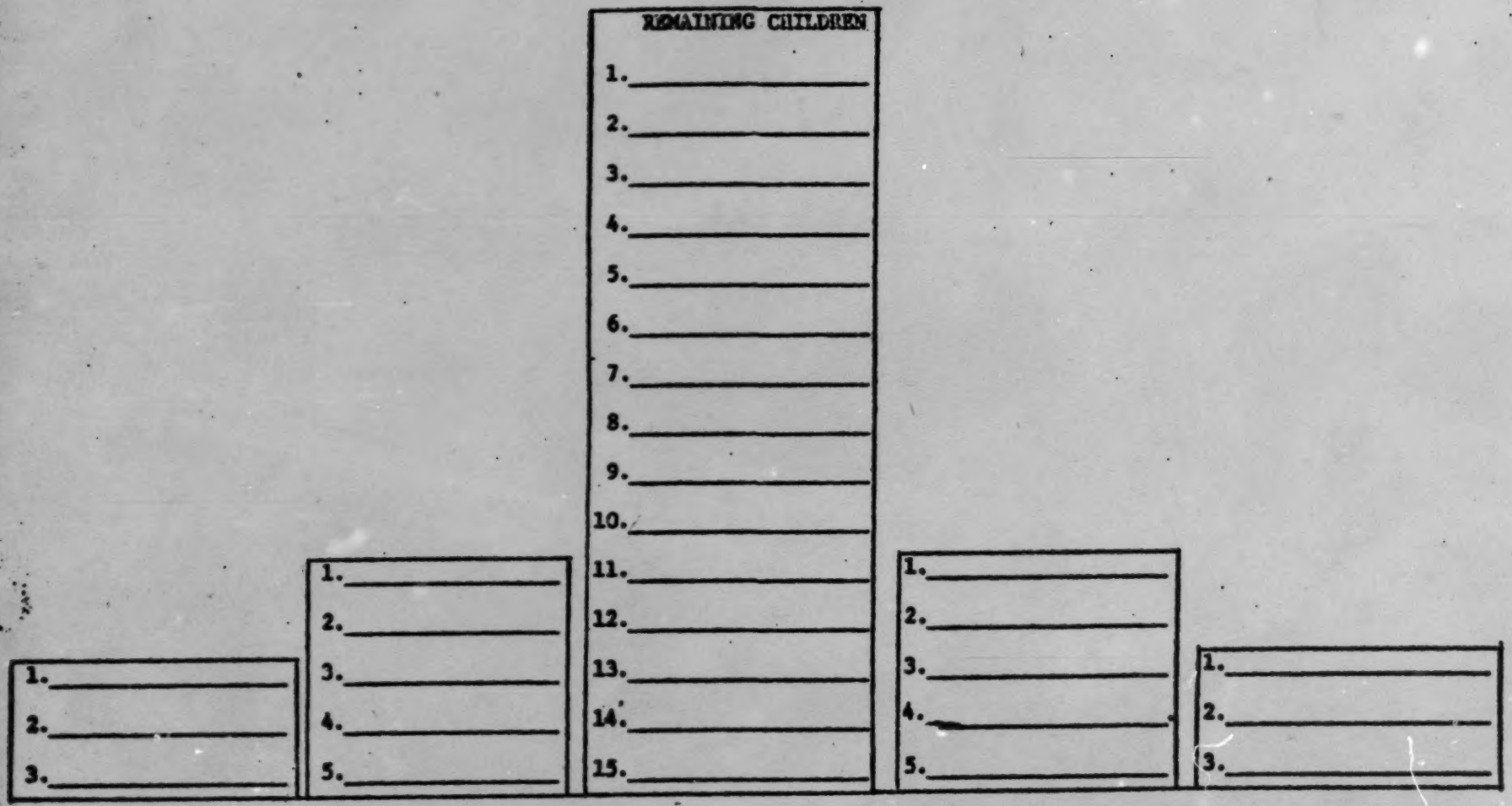
1. _____
2. _____
3. _____
4. _____
5. _____

THE CHILDREN NEXT LEAST LIKE THE PUPIL DESCRIBED BELOW

1. _____
2. _____
3. _____

THE CHILDREN LEAST LIKE THE PUPIL DESCRIBED BELOW.

"THIS PUPIL ACTIVELY GOES AGAINST MY REQUESTS AND SCHOOL RULES."



"THIS PUPIL MAKES UNUSUAL OR INAPPROPRIATE RESPONSES DURING NORMAL SCHOOL ACTIVITIES."

Appendix B

Problem List

Child Behavior Checklist Form Q

7.

PROBLEM LIST

NAME OF ADULT
COMPLETING THIS FORM_____

DATE_____ CHILD'S NAME_____ AGE_____

DIRECTIONS

This is a list of problems that children often have and need help for. Pick out the problems or difficulties that the child has.

Read every line on the list, without skipping any, and draw a line under any problems that the child has which trouble you. For example, if you are quite worried about the child's lack of eating, underline the first item, like this, "1. Eats too little." If you are concerned about your child's behavior, such as running away from home without permission, you would underline number 73, like this, "Runs away from home."

After you have gone through all the problems on pages 2, 3, and 4, please turn to page 5 and answer the remaining questions.

Directions: Below is a list of problems that children often have. Read each one and draw a line under those that describe your child.

1. Eats too little
2. Eats too much
3. Not eating the right food
4. Drools

5. Frequently wets bed at night
6. Frequently not dry during day
7. Constipated often
8. Soils self

9. Gets lower grades in school than should
10. Afraid of tests
11. Afraid of going to school
12. Refuses to go to school

13. Does not talk plainly, poor pronunciation
14. Stutters
15. Uses baby-talk
16. Stammers

17. Shy with other children
18. Too few friends
19. Feels inferior to other children
20. Picked on by children

21. Feels unattractive
22. Feels too short
23. Feels too large in size
24. Feels inadequate about a handicap or deformity

25. Worries too much about health
26. Very nervous, tense
27. Fear of animals
28. Afraid of high places

29. Sad, unhappy too often
30. Cries too easily
31. Feels helpless
32. Blames self too much

33. Gets into trouble
34. Destroys property of others
35. Steals
36. Lies

37. Bites nails
38. Picks nose
39. Pulls out hair
40. Always late, dawdles

41. Puts everything to mouth
42. Difficulty falling asleep or sleeping
43. Sleeps too much
44. Troubled, restless sleep

45. Diarrhea, frequent bowel movements
46. Holds urine
47. Too much gas
48. Excessive masturbation

49. Slow in reading
50. Cannot keep mind on studies
51. Does not pay attention to teachers
52. Restless in class

53. Slow in learning to talk

54. Asthma
55. Headaches for no physical reason
56. Stomach cramps, aches, too often

57. Feels different from other children
58. Too easily led
59. Left out by children of own age
60. Never chosen as a leader

61. Is self-conscious about own body
62. "Big-shot"
63. Gets angry too easily
64. Cruel to animals

65. Will not stay home alone
66. Fear of darkness
67. Fear of death
68. Panics when afraid

69. Too easily discouraged
70. Gloomy about the future
71. No interests
72. Has no character

73. Runs away from home
74. Sets fires, plays too much with matches
75. Traffic offender
76. Breaks promises

77. Breath holding
78. Thumb sucking
79. Bad table manners
80. Untidy

81. Has bad dreams
82. Sleepwalks
83. Has nightmares, night terrors
84. Talks in sleep

85. Touches or plays with sex organ when should not
86. "Peeps," looks at people when undressing
87. Exposes self excessively
88. A masculine girl ("tomboy")

89. Coaching, tutoring does not help in school work
90. Afraid to speak up in class
91. A "bookworm"
92. Does not get along with teacher

93. Nausea, vomiting
94. Eczema
95. Hives
96. Ulcers

97. Picks wrong kind of friends
98. Fights too much with children
99. Can't keep up with kids of own age
100. Spends too much time with friends

101. Cruel to people
102. Blows his or her top
103. Sulks, pouts
104. Gripes too much

105. Fear-ridden child
106. Unusual fears (describe) _____

107. Has peculiar ideas
108. Gets very confused

109. A passive child
110. Too meek
111. A "clinging vine"
112. No self-confidence

113. Does not do chores
114. Takes advantages of people

115. Disobeys parents
116. Not close to parents

117. Scratches self a lot
118. Picks skin
119. Swears, uses dirty language
120. Unable to keep to a time schedule

121. Uses hands in poorly coordinated way
122. Restless, can't stay in one place
123. Clumsy in using legs
124. Non-athletic

125. She is "boy crazy"

126. Menstrual difficulties

127. A feminine boy ("sissy")
128. She has had sex relations

129. Truants

130. Does not like to go to school
131. Does not spend enough time in study
132. Not interested in books

133. Colitis
134. Fainting, dizziness
135. Loss of feeling in part of body

136. Dislikes other children
137. Withdraws from children
138. Jealous of friends
139. Bossy with friends

140. Always wants revenge
141. Irritable child
142. Very sarcastic
143. Teases excessively

144. Daydreams a lot
145. Hears or sees things that are not there
146. Extremely poor judgment
147. Does strange things. Specify_____

148. "Spineless," no "guts"
149. Cannot make own decisions
150. Gets too excited
151. Does not try to correct bad habits

152. Too stubborn with parents
153. Continual demanding of gifts, new things
154. Over-obedient at home
155. Wants too much attention from parents

156. Loses own possessions frequently
157. Careless with own appearance
158. Careless with clothes and belongings
159. Selfish, won't share

160. Jerky movements
161. Lazy, apathetic, no energy
162. Head banging
163. Paralyzed

164. He is "girl crazy"

165. Abnormal sex acts

166. No interest in opposite sex though old enough
167. Always thinking about sex

168. Below average in intelligence
169. Does not complete work
170. Poor memory
171. Unsure of self in school

172. Hurts self too often
173. Neglects own health and safety
174. Has had a number of accidents
175. Threatens suicide

176. Difficulties with children of opposite sex
177. Plays too much with younger children
178. Bossy with brother(s) and/or sister(s)
179. Jealous of brother(s) and/or sister(s)

180. Does not express anger
181. Threatens homicide
182. Attempted homicide
183. Carries dangerous weapons

184. "Out of this world"

185. Preoccupied with own thoughts
186. Talks about going crazy
187. Does not notice surroundings

188. Loses temper
189. Makes hasty decisions
190. Is erratic, unpredictable
191. No control over emotions

192. Distrusts, suspicious of parents

193. Fights back, talks back to elders
194. Too dependent upon mother, father
195. Inconsiderate of parents

196. Cannot handle money as well as should
197. Smokes

198. Drinks
199. Gambles

200. Moves too slowly
201. Has twitches
202. Rocks all the time
203. Bumps into furniture, trips, etc.

204. Prudish and embarrassed by talk about sex
205. Unsure of how to act with opposite sex
206. Does not know enough about sex

207. Has been sexually molested

208. Watches T.V. all the time
209. Trouble adjusting to a new school
210. Tries to get attention in class
211. Too many absences from school

212. Has attempted to kill self
213. Lets self be used by others
214. Makes fool of self
215. Wants to get punished

216. Fights brother(s) and/or sister(s) too much
217. Clings to brother(s) and/or sister(s)
218. No love for brother(s) and/or sister(s)

219. Hateful
220. Gets people angry, provokes
221. "Brat"
222. Bully

223. Is having, or will have, a nervous breakdown
224. Gets completely out of control
225. Talks to self
226. Laughs for no reason

227. Too cautious
228. Never shows feelings
229. Drives car too fast
230. Will do anything for thrills

231. Over-sensitive to criticism from parents
232. Spoiled, runs household
233. A pest at home

234. Too fussy about cleanliness, neatness
235. Does not take care of personal hygiene
236. Does not feed self well
237. Behind other children on dressing self

Are there problems you are concerned about that were not mentioned? If so, list:

Write down the number(s) of the problem(s) (if any) that you consider to be very serious problems. If none, write "none".

How long did it take you to complete the check list? _____ Do you think it gives an accurate picture of your child's difficulties? _____ If not, what are your criticisms?

Write a general description of what you feel the child's personality is:

What are the child's best attributes?

jd 6-14-67

1.

CHILDREN'S BEHAVIOR CHECKLIST FORM A

Name of child:_____ Age:_____ Date:_____

Name of person filling out checklist:_____

Relationship to child named above (mother, father, teacher, etc.):_____

This is a list of items describing many aspects of children's behavior--things that children do or ways they have been described by others. Not all of the items will apply to the particular child you are describing, but quite a few of them will. First, go through the list and put a checkmark (✓) in the first column by each item which applies to this child. If you feel that the item does not apply to the child, put a zero (0) in the first column.

After you have gone through the list, please go back through those items you have checked and put another checkmark (✓) in the second column opposite those that are now most characteristic of this child, that describe how he (she) is most of the time.

	Does this apply at all?	Is it characteristic?
1. Is happy when h/she does a "good job."	_____	_____
2. Gets carried away by his/her feelings.	_____	_____
3. Is tidy and neat, perhaps even a little bit fussy about it.	_____	_____
4. Can't wait - wants to have things immediately.	_____	_____
5. Is concerned about the feelings of adults.	_____	_____
6. Gets irritated or angry easily.	_____	_____
7. Feelings are apparent in his/her facial expression.	_____	_____
8. Plays with toys in a rough way.	_____	_____
9. Handles small objects skillfully.	_____	_____
10. Doesn't pay attention to what others say.	_____	_____
11. Activity is focused on a particular purpose, seems to accomplish what he/she sets out to do.	_____	_____

		Does this apply at all?	Is it characteristic?
12.	Looks awkward when he/she moves around.	_____	_____
13.	Accepts new ideas without getting upset.	_____	_____
14.	Acts in ways that makes adults not like him/her.	_____	_____
15.	Shows pride in accomplishment.	_____	_____
16.	Appears stiff in walking or moving about.	_____	_____
17.	Seems comfortable in new situations.	_____	_____
18.	Has trouble finding the right words to say what he/she means.	_____	_____
19.	Wants very much to be approved of.	_____	_____
20.	Seems to do things just to get adults angry at him/her.	_____	_____
21.	Moves gracefully - well coordinated.	_____	_____
22.	Has a characteristic mannerism or nervous habit.	_____	_____
23.	Plays to win.	_____	_____
24.	Quickly loses interest in an activity.	_____	_____
25.	Does what persons ask him/her to do.	_____	_____
26.	Never gets excited about anything, even when you expected him/her to be pleased with something.	_____	_____
27.	Makes friends quickly and easily.	_____	_____
28.	Seems sad and unhappy.	_____	_____
29.	Self-confident.	_____	_____
30.	Tends to go too far unless reminded of rules.	_____	_____
31.	Talks all the time.	_____	_____
32.	Often has to be reminded of what he/she can and can't do.	_____	_____

	Does this apply at all?	Is it characteristic?
33. Affectionate - enjoys being physically close to adults.	_____	_____
34. Threatens to hit or hurt others.	_____	_____
35. Is able to stand up for himself/herself.	_____	_____
36. Seems out of touch with what is going on around him/her - off in his/her own world.	_____	_____
37. Is polite and cooperative.	_____	_____
38. Has uncontrollable outbursts of temper.	_____	_____
39. Is easily embarrassed.	_____	_____
40. Often breaks the rules in games.	_____	_____
41. Is careful in explanation - precise.	_____	_____
42. When told to do something he/she doesn't want to do, he/she becomes angry.	_____	_____
43. Is curious about things.	_____	_____
44. Plays aimlessly, doesn't seem to make or accomplish anything.	_____	_____
45. Prefers competitive games.	_____	_____
46. Seems selfish, always wants his/her own way.	_____	_____
47. Showed appreciation when others helped or did things for him/her.	_____	_____
48. Seldom laughs or smiles.	_____	_____
49. Energetic.	_____	_____
50. Doesn't seem to care about how he/she looks - often looks sloppy.	_____	_____
51. Asks sensible questions.	_____	_____
52. Blows up very easily when bothered.	_____	_____
53. Shows pleasure and involvement in most things he/she does.	_____	_____

	Does this apply at all?	Is it characteristic?
54. Fidgety and restless.	_____	_____
55. Is competitive.	_____	_____
56. Acts as if adults are aginst him/her.	_____	_____
57. Pitches in when things have to be done.	_____	_____
58. Often seems angry for no particular reason, expresses it in many different ways.	_____	_____
59. Quick and clever.	_____	_____
60. Aggressive and overpowering.	_____	_____
61. Learns quickly.	_____	_____
62. Bossy.	_____	_____
63. Likes to do things well.	_____	_____
64. Tires easily in activities.	_____	_____

Appendix C

A Class Play

SCHOOL_____ NAME_____

GRADE_____ DATE_____ TEACHER_____

A CLASS PLAY

Just suppose our class is going to have a play. Would you like to pretend you are going to direct the play? The director of a play has to do many things, but the most important job is to select the right people to act in the play.

When you turn the page you will find a list of characters or "parts" in this make-believe play. As director, you must try to think of the boy or girl in the class who can play each part best.

You may want to choose a boy or a girl in your class for more than one part. That is all right so long as you think carefully about your choices and are sure a boy or girl fits both parts.

Do not choose yourself for any of the parts.

If you are not sure of what you are to do, or if you do not understand all of the words, ask your teacher.

A CLASS PLAY

On the line next to each part, write the name of either a boy or girl who you think could best play the part.

_____ 1. A true friend.

_____ 2. Somebody who is often afraid and who acts like a little boy or girl.

_____ 3. A class president.

_____ 4. Somebody who is stuck-up and thinks she or he is better than everyone else.

_____ 5. A girl or boy to act the part of a teacher of small children.

_____ 6. A mean, cruel boss.

_____ 7. A boy or girl to act the part of a team captain, someone good in sports and liked by all.

_____ 8. A mean, bossy sister or brother.

_____ 9. Someone who is smart and usually knows the answer.

_____ 10. A person who often gets angry over nothing and gets into lots of arguments.

(turn to next page)

_____11. Someone who is jolly and doesn't cause any trouble in class.

_____12. A bully who picks on smaller boys and girls.

_____13. Someone who is liked by everybody and who tries to help everybody.

_____14. A very lazy person.

_____15. A very fair person who plays games fairly.

_____16. A nice pest - someone who often gets into trouble, but is really nice.

_____17. Someone else, besides yourself, who could direct the play.

_____18. A smaller, younger child who is always falling down and getting hurt.

_____19. A school nurse or a doctor.

_____20. Somebody who seems always to be late for school.

Appendix D

Instructions to Family

INSTRUCTIONS TO FAMILY

EXPERIMENTER TO FAMILY:

AS YOU CAN SEE THIS IS A PLAYROOM AND ON THIS WALL OVER HERE WE HAVE A ONE-WAY MIRROR. THE ONE-WAY MIRROR ALLOWS US TO OBSERVE AND MAKE VIDEO TAPES OF WHAT HAPPENS IN THE ROOM. DURING OUR TIME TOGETHER NOW WE WILL BE DOING SEVERAL DIFFERENT KINDS OF THINGS AND WE WILL BE VIDEO TAPING ALL OF YOU AS YOU DO THEM. LATER ON WE'LL BE GOING BACK AND LOOKING AT THE VIDEO TAPES IN ORDER TO LEARN MORE ABOUT WHAT FAMILIES DO WHEN THEY ARE TOGETHER.

WE'RE GOING TO ASK YOU TO BE INVOLVED IN 4 DIFFERENT TASKS FOR US, EACH OF WHICH WILL TAKE 5OR 10 MINUTES TO COMPLETE. WE'RE PRETTY SURE THAT ALL OF THEM WILL BE INTERESTING AND WE HOPE THAT THEY WILL BE ENJOYABLE AND FUN FOR YOU TO DO TOGETHER.

THE FIRST TASK IS VERY SIMPLE AND THAT IS WE'RE JUST INTRESTED IN YOUR PLAYING TOGETHER. DURING THE 10 MINUTES WE WOULD LIKE YOU TO DO WHATEVER YOU WANT IN HERE. I'M GOING TO LEAVE NOW AND I'LL RETURN WHEN IT IS TIME FOR YOU TO GO ON TO THE NEXT TASK. AGAIN, DURING THE NEXT 10 MINUTES YOU CAN DO WHATEVER YOU WISH HERE IN THE PLAYROOM. DO YOU HAVE ANY QUESTIONS?

(The experimenter leaves the playroom and returns in 10 minutes. If the family has questions the experimenter will tell them just to play or spend the time however they wish.)

After 10 minutes the experimenter returns and says:

MR. AND MRS._____ HERE IS A LIST OF 10 DIFFERENT PROVERBS. HERE IS A LIST FOR YOU (AND HERE IS A LIST FOR YOU.)

(Experimenter hands 1 copy of list to mother,1 copy of list to

father). WHAT WE WOULD LIKE YOU TO DO TOGETHER IS TO SELECT AT LEAST 2 OF THE FOLLOWING LIST OF 10 AND TEACH THEM TO _____ TO YOUR SATISFACTION. SO FIRST, EACH OF YOU SHOULD LOOK AT THE LIST, THEN DECIDE TOGETHER WHICH AT LEAST 2 PROVERBS YOU WOULD LIKE TO TEACH. AGAIN, YOU CAN TEACH MORE IF YOU WISH. MAYBE THE BEST WAY TO BEGIN IS JUST TO SELECT 2 NOW AND THEN IF YOU WISH YOU CAN GO BACK AND DECIDE AGAIN WHICH OF THE OTHER ONES YOU MIGHT FIND INTERESTING TO TRY TO TEACH. WE ALL KNOW THAT PARENTS AND TEACHERS OFTEN HAVE DIFFERENT WAYS OF HELPING CHILDREN LEARN DIFFICULT THINGS SUCH AS PROVERBS AND RULES FOR LIVING AND HERE WE'RE INTERESTED IN HOW YOU HELP YOUR CHILD LEARN SOMETHING DIFFICULT. DO YOU HAVE ANY QUESTIONS?

(Experimenter leaves.)

THANK YOU. FOR YOUR NEXT TASK, THE THIRD ONE, WE HAVE SOME PICTURES HERE ABOUT MEMBERS OF A FAMILY BEING TOGETHER AND I'D LIKE TO SHOW THEM TO YOU. EACH ONE SHOWS A FAMILY SCENE AND I WOULD LIKE THE THREE OF YOU TO MAKE UP A STORY ABOUT THIS FAMILY. IN THIS STORY I WOULD LIKE YOU TO TELL WHAT IS HAPPENING, WHAT HAS LED UP TO THE SITUATION, WHAT IS BEING THOUGHT, WANTED, OR NEEDED BY THE PEOPLE AND WHAT WILL HAPPEN TO THEM IN THE FUTURE. WHEN THE THREE OF YOU HAVE AGREED ON A STORY, AND AGAIN WE WANT THE STORY TO HAVE A BEGINNING, MIDDLE AND AN END WE WOULD LIKE ONE OF YOU TO WRITE IT DOWN ON A PAGE THAT GOES WITH THAT STORY OR PICTURE. IT'S UP TO YOU TO DECIDE WHO TALKS FIRST AND WHO'S GOING TO WRITE THE STORY. WE HAVE FOUND SOME FAMILIES VARY IN THE AMOUNT OF TIME IT TAKES. PLEASE TRY TO FINISH EACH STORY IN ABOUT 5 MINUTES. IF YOU ARE FINISHED EARLIER I'LL COME BACK, BUT TRY TO TAKE ABOUT 10 MINUTES.

ARE THERE ANY QUESTIONS?

(The experimenter leave and comes back in approximately 10 minutes)

Experimenter returns.

THANK YOU. YOU HAVE FINISHED 3 OF THE THINGS WE WOULD LIKE YOU TO DO TOGETHER. FOR THE NEXT 10 MINUTES WE WOULD LIKE YOU TO DISCUSS SOME OF THE THINGS THAT ALL OF YOU DISAGREE ABOUT AT HOME. WE KNOW THAT SOMETIMES IT'S EASIER TO TRY NOT TO THINK ABOUT AND DISCUSS THINGS THAT BOTHER US, ESPECIALLY AS A FAMILY. BUT IT WOULD BE HELPFUL TO US IN UNDERSTANDING YOUR LIFE AS A FAMILY TOGETHER TO GET SOME IDEA ABOUT SOME OF THE THINGS THAT ARE VERY IMPORTANT TO YOU THAT YOU'RE FINDING DIFFICULTY WITH. SO MRS. _____ WE'D LIKE YOU TO SHARE WITH THE REST OF THE MEMBERS OF YOUR FAMILY SOME OF YOUR CONCERNS, SOME OF THE THINGS THAT BOTHER YOU, SOME OF THE THINGS THAT YOU FEEL YOUR FAMILY DISAGREES ABOUT THAT CAUSES LIFE NOT TO BE AS WONDERFUL AND CONTENT AS YOU MIGHT WISH IT TO BE. THEN AFTER MRS._____ IS FINISHED WE WOULD LIKE YOU MR._____ TO BRING UP AND SHARE SOME THINGS THAT YOU THINK YOU ALL DISAGREE ABOUT AND THEN (CHILD'S NAME). WE'D LIKE YOU TO TALK ABOUT 10 MINUTES ABOUT AREAS OF DISAGREEMENT OR AREAS OF UNHAPPINESS AND THEN I'LL BE BACK AGAIN, WE'D LIKE TO GET AN IDEA OF THE AREAS OR TOPICS OR THINGS THAT ARE BOTHER YOU AS A FAMILY. ARE THERE ANY QUESTIONS?